

Standard Setting Review Utah State Board of Education

September 4, 2014

Overview

- Review the process to recommend cut scores for SAGE
- Evaluate the recommended cut scores:
 - Do the recommended SAGE cut scores appear to support the state's vision and objectives?
 - Is the relationship among grades and content areas reasonable and appropriate?
- Affirm current recommendations or suggest adjustments to the cut scores

Standard Setting

- Standard Setting is the process of determining 'cut scores' for SAGE that indicate whether a student has achieved an established level of proficiency.

Performance Levels
Level 4: Highly Proficient
Level 3: Proficient
Level 2: Approaching Proficient
Level 1: Below Proficient

Standard Setting Process

Development of Performance Level Descriptors (started Fall 2013) ; Approved by the State Board (November 2013 and June 2014)



'Bookmark' process; detailed review by Utah educators – week of August 11, 2014



Stakeholder Policy Review – August 18, 2014



Utah State Board Review and Action – September 4-5, 2014



Standards Review/ Validation Process – Summer 2015

Standard Setting

- Standard setting necessarily involves expert judgment and is informed by data
- The process used to establish the recommended standards is termed “Bookmark”
- The week of August 11-15, nearly 200 Utah teachers broadly representative of the state met to:
 - Study the tests and performance level descriptors
 - Recommend standards using an iterative process (i.e. multiple rounds of judgment, review, and discussion)
 - Evaluate the standards holistically
 - Participants also included higher education representatives and other stakeholders

Stakeholder Review

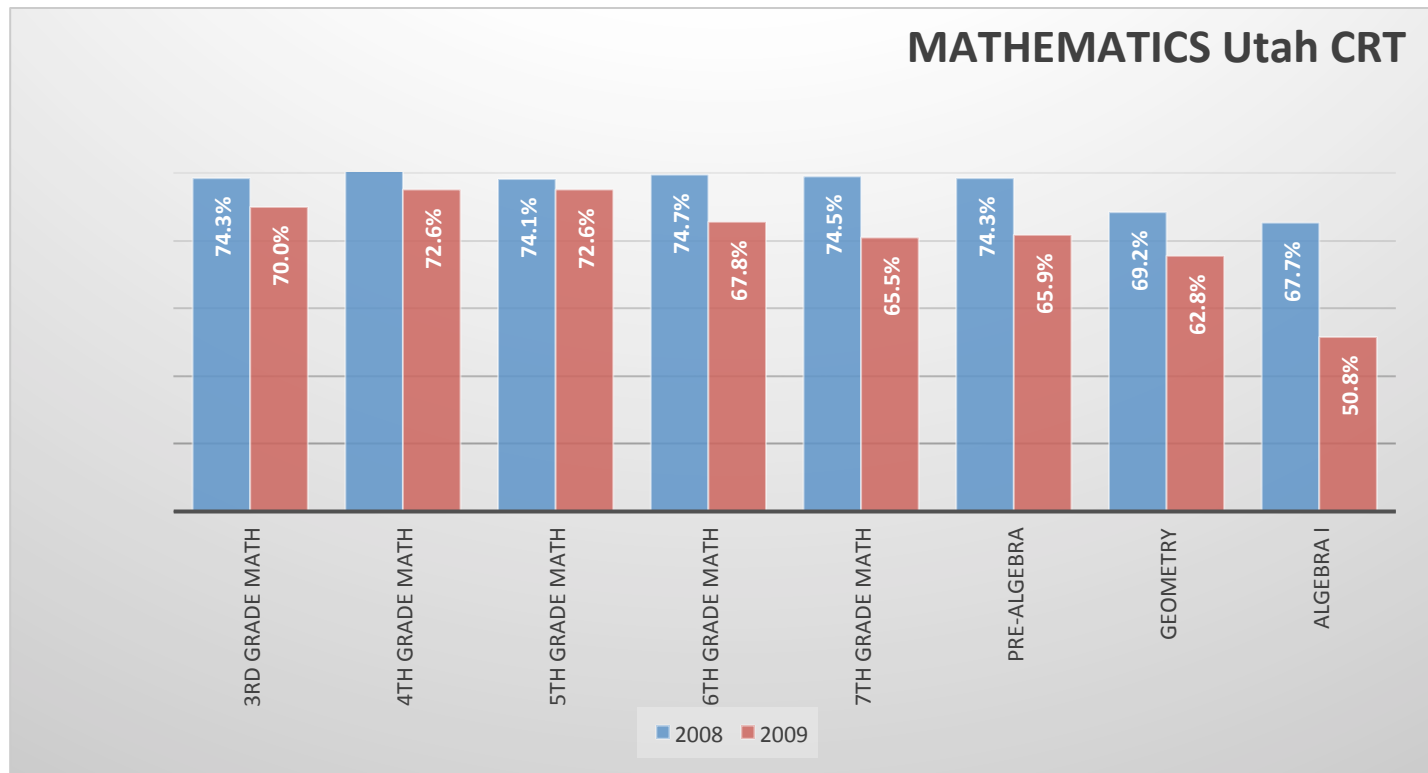
- On August 18, 2014 an open stakeholder review meeting was conducted at USOE
- Attendees included
 - State Board members
 - Policy Advisory Committee members
 - Selected participants from the August 11-15 standard setting event
 - Other stakeholders and interested parties (e.g. educators, parents, etc.)
- The participants reviewed the results and affirmed the recommendations from standard setting

Standards Review and Validation

- Because we know that having multiple years of data can improve our perspective and inform decision making, a 'standards validation' will be conducted following the 2014-2015 year
- This process will involve another standards review panel, incorporating both data and judgment
- Next year the State Board will have an opportunity to consider affirming or adjusting the standards established this year

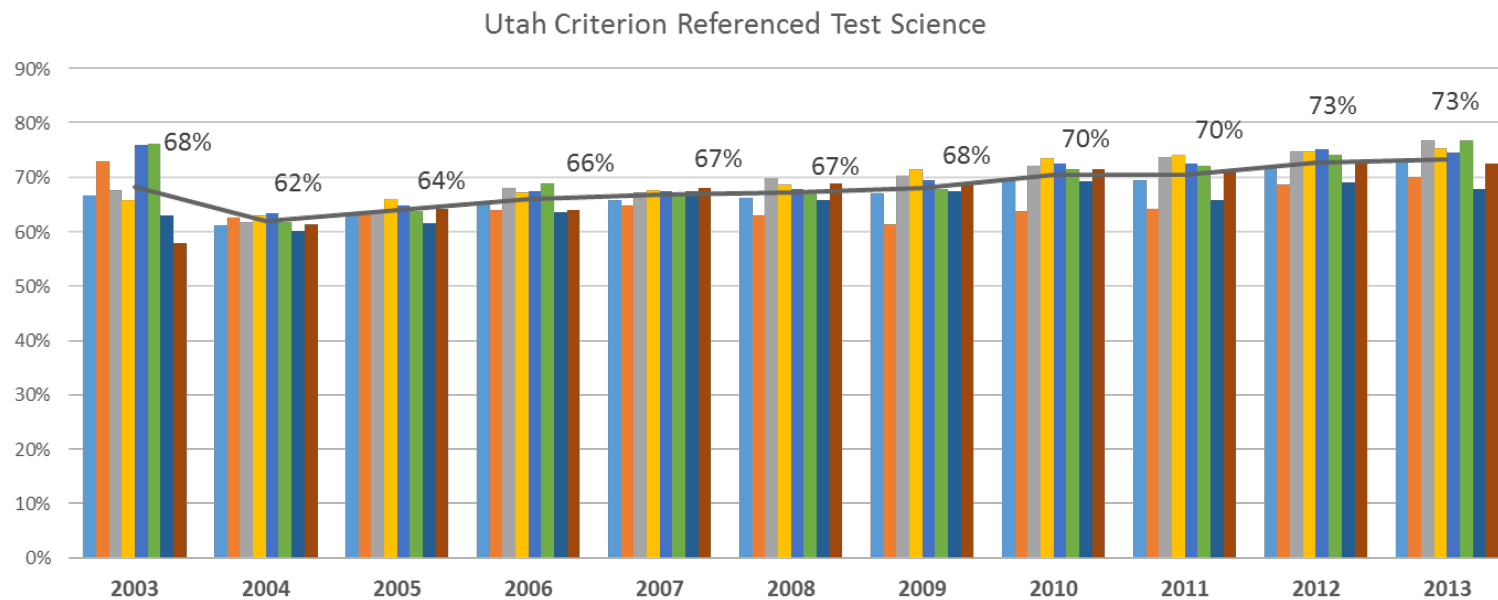
Context

- It is not unusual for performance to drop on state tests when the standards/test is changed, as with the introduction of Utah's new math standards in 2009.



Context

- Data from the Utah science tests illustrate the point that following an initial decrease, gradual improvement is often observed.



Context

- Other states that have recently changed their tests to incorporate performance standards associated with college and career readiness experienced an initial drop in scores.
- Of course, this is NOT an indication of decrease in student achievement, rather it reflects an increase in rigor
- For example, in Kentucky proficiency rates for reading and math dropped sharply with the first year of implementation in 2012, but modest gains were evident in some areas in 2013

	2011	2012	2013
3-5 Reading	76	48	48
3-5 Math	73	40	44
6-8 Reading	70	47	51
6-8 Math	65	41	41

Context

- As another example, in New York proficiency dropped sharply after implementing a new test in 2013 linked to college and career readiness.
- In results recently released math rose sharply in 2014, while ELA remained steady (.1 gain).

	2012	2013	2014
3-8 ELA	55	31	31
3-8 Math	65	31	36

Benchmarking

- Another way to gauge the ‘reasonableness’ of Utah’s standards is to consider information from national indicators.
- Accordingly, we present ACT and NAEP data. While these are not presented as precise targets for Utah, they serve as yet another piece of information to guide review of Utah’s standards.

NAEP Benchmarks

SAGE Test	NAEP	Utah % Proficient
ELA Grade 4	Reading Grade 4	37% (2013)
ELA Grade 8	Reading Grade 8	39% (2013)
Math Grade 4	Math Grade 4	44% (2013)
Math Grade 8	Math Grade 8	36% (2013)
Science Grade 4	Science Grade 4	38% (2009)
Science Grade 8	Science Grade 8	43% (2011)

ACT Benchmarks

SAGE Test	ACT Grade 11	Utah % College and Career Ready*
ELA Grade 11	Reading	41%
Math I	Mathematics	31%
Math II	Mathematics	31%
Math III	Mathematics	36%
Biology	Science	30%
Earth Science	Science	20%
Chemistry	Science	39%
Physics	Science	48%

*Represents the percentage of Utah students currently or previously enrolled in the indicated course (or similar course) who reached the ACT readiness benchmark.

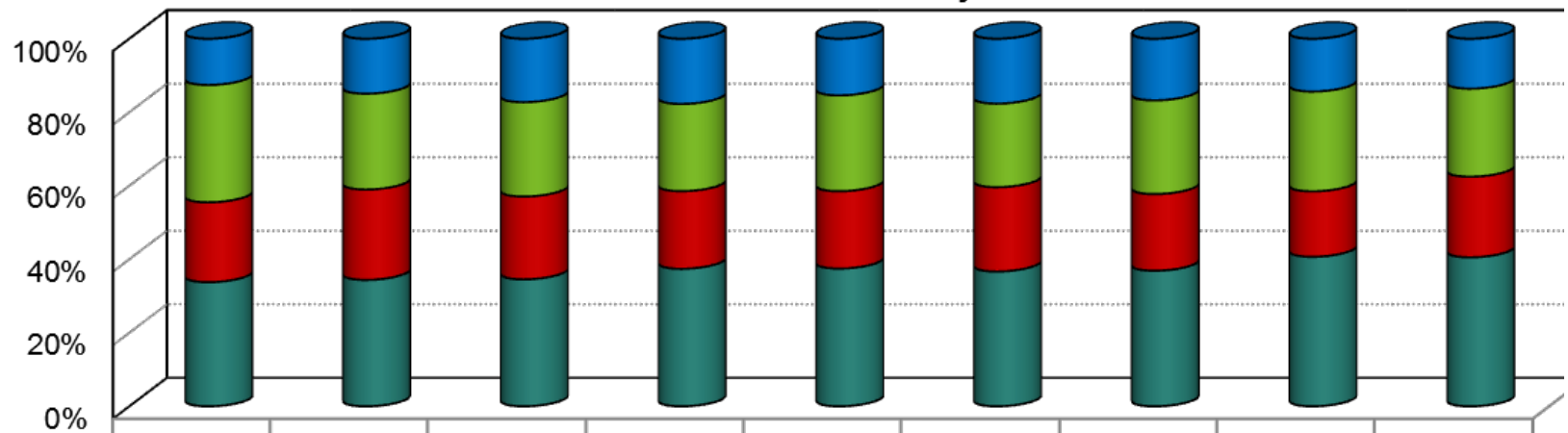
Today's Review

- We will review the results holistically and invite feedback on whether the results should be affirmed or adjusted
- We will present the recommended cut scores and the percent of students who would achieve the target performance levels based on the cut scores
- We can show you how the impact changes should you consider raising or lowering the cut score

English Language Arts

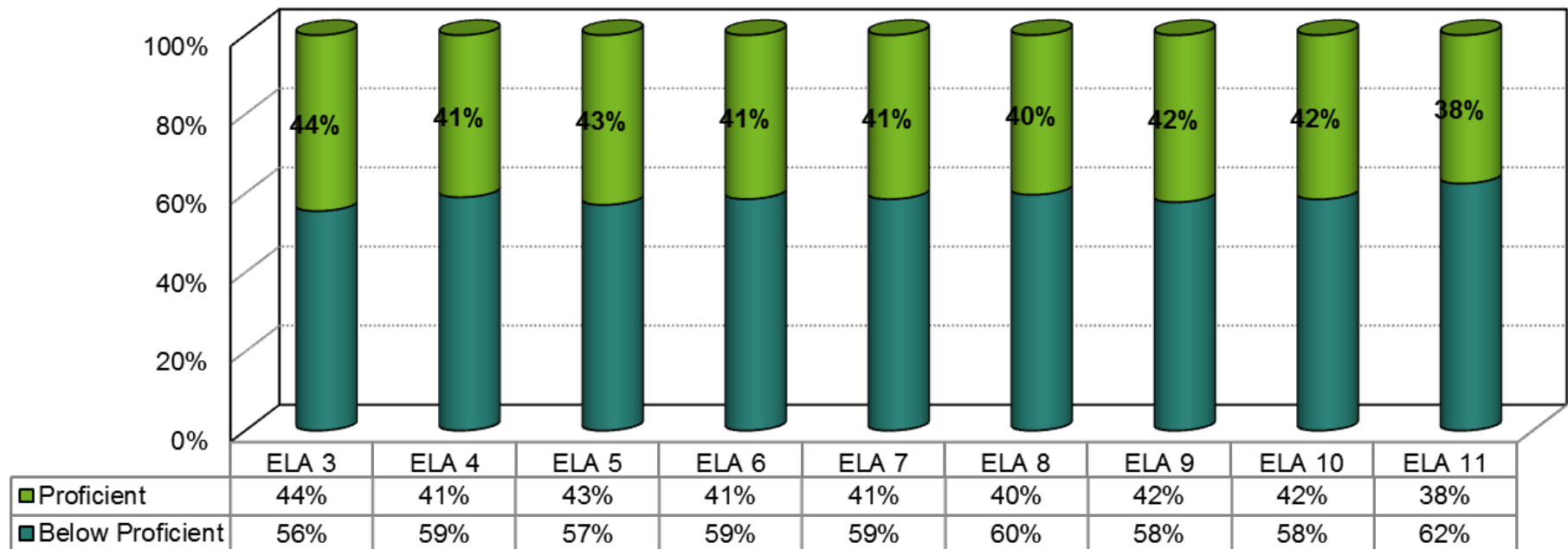
Recommended Standards for English Language Arts

Percent of Students in each Proficiency Level in ELA



Percent Proficient English Language Arts

Percent of Students Proficient and Below Proficient in ELA

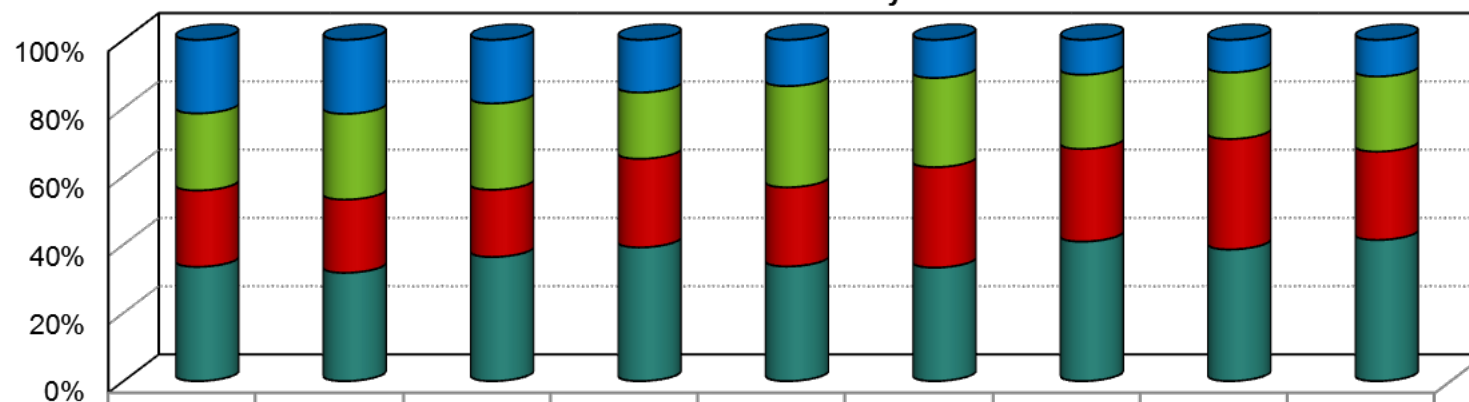


Mathematics

Mathematics

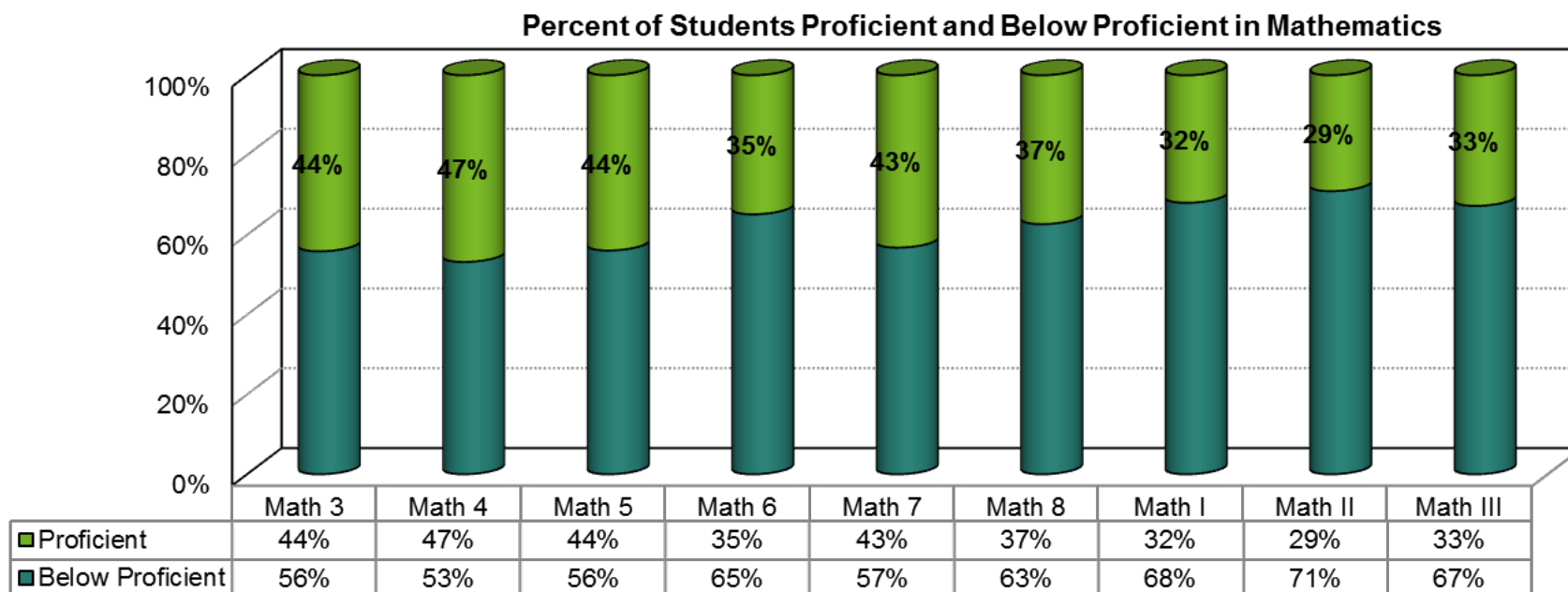
Recommended Standards for Mathematics

Percent of Students in each Proficiency Level in Mathematics



	Math 3	Math 4	Math 5	Math 6	Math 7	Math 8	Math I	Math II	Math III
Highly Proficient	22%	22%	19%	15%	14%	11%	10%	10%	11%
Proficient	23%	25%	25%	19%	30%	26%	22%	20%	22%
Approaching Proficient	22%	21%	20%	26%	23%	29%	27%	32%	26%
Below Proficient	33%	32%	36%	39%	34%	33%	41%	39%	41%

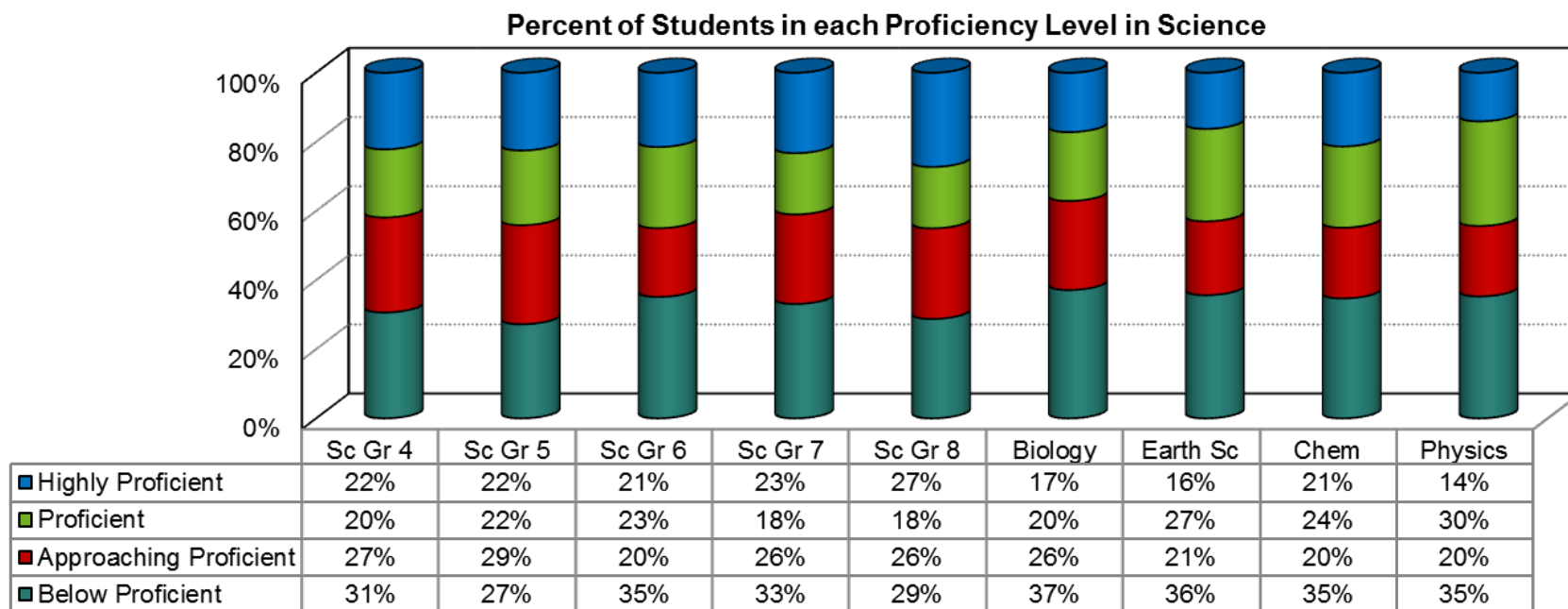
Percent Proficient Mathematics



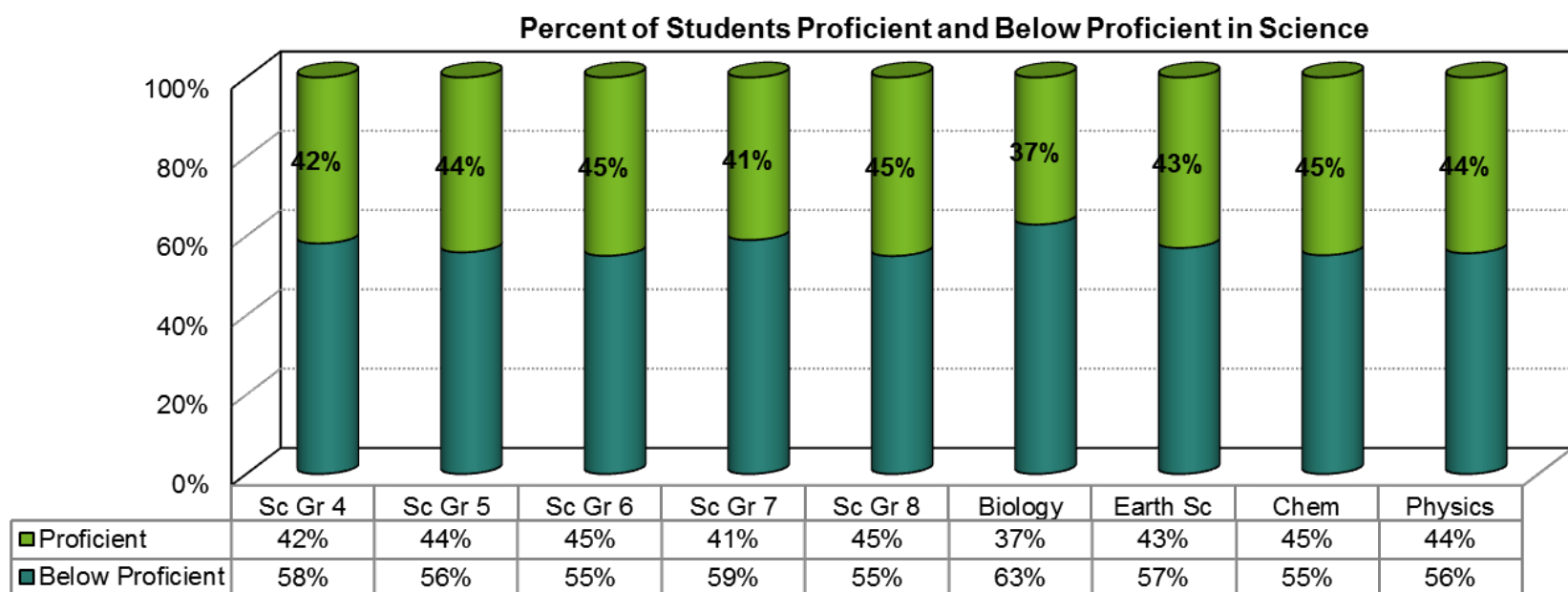
Science

Science

Recommended Standards for Science



Percent Proficient Science



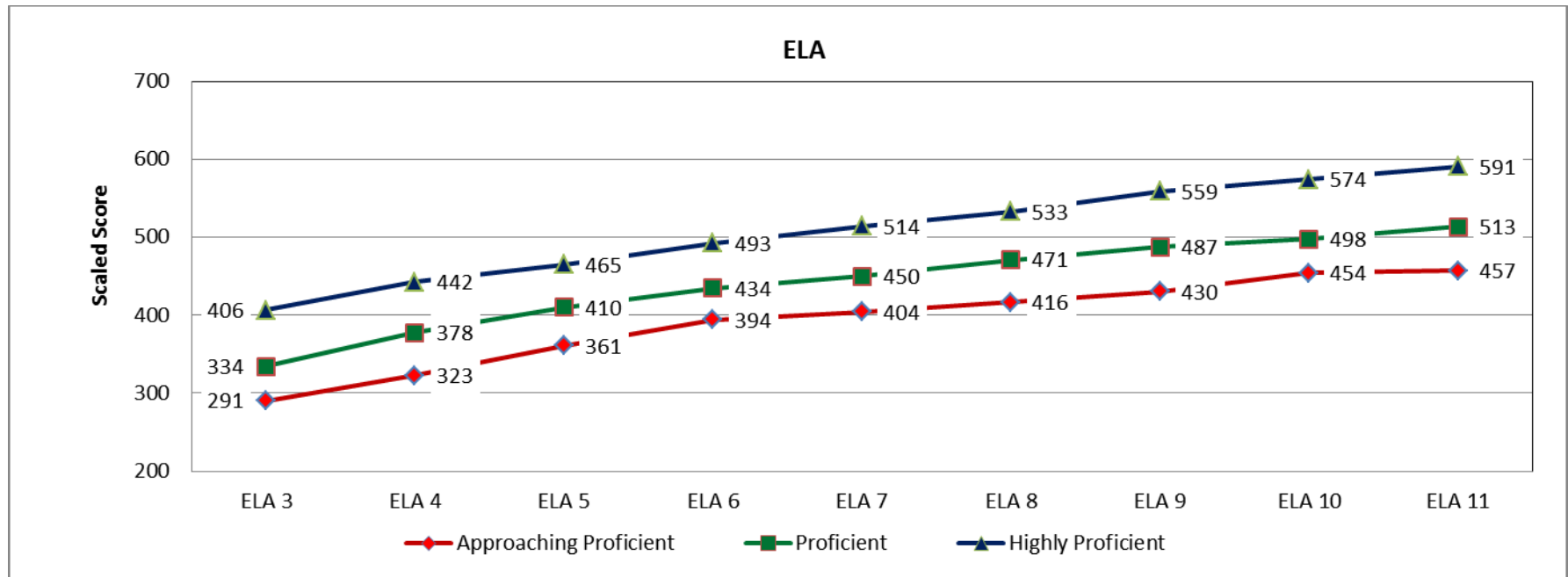
Discussion

- Key Questions
 - Do the recommended SAGE cut scores appear to support the state's vision and objectives?
 - Is the relationship among grades and content areas reasonable and appropriate?
- Decision
 - Affirm the recommended cut scores
 - Adjust the recommend cut scores

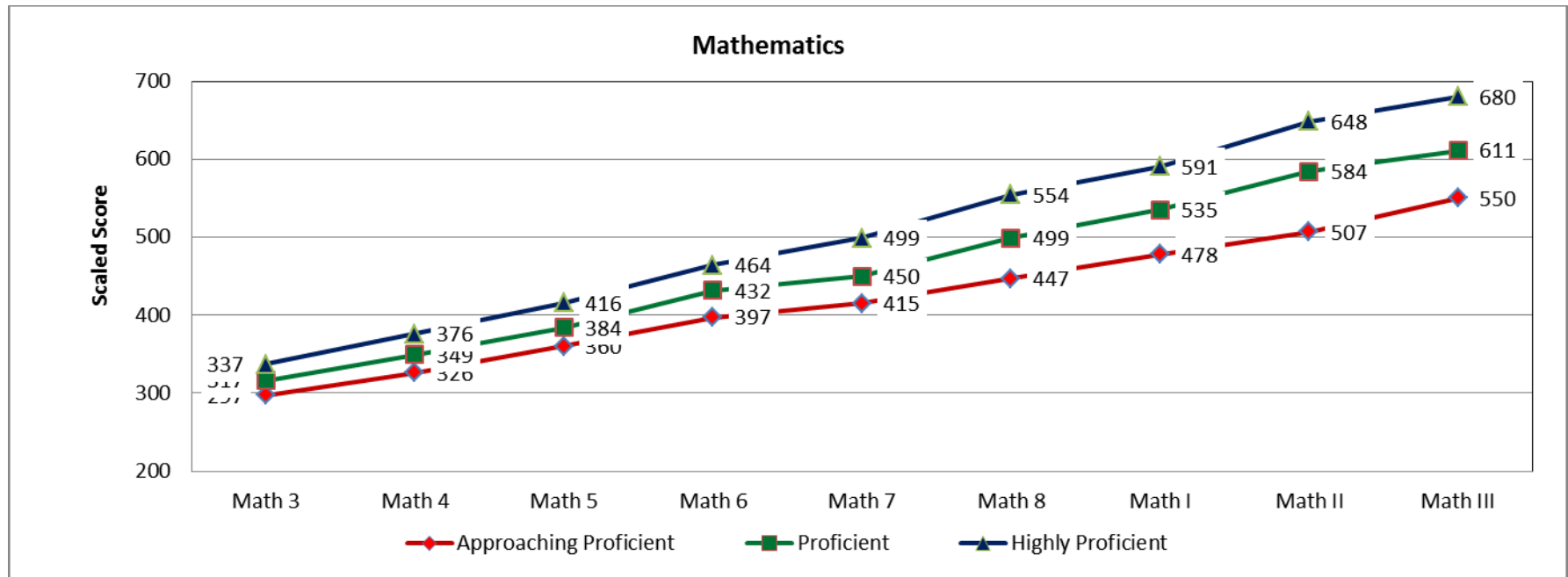
Conclusion

Thank you for your review and feedback today.
Are there any additional questions or concerns we can address?

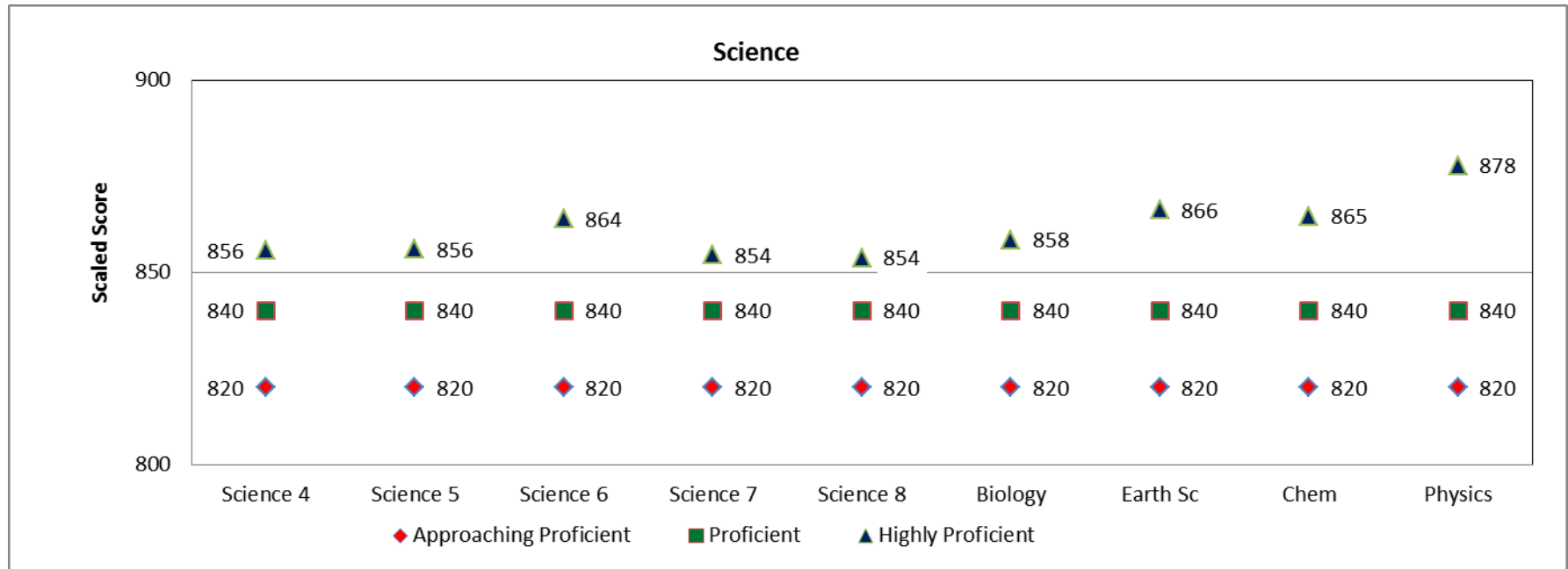
Recommended Standards English Language Arts



Recommended Standards Mathematics



Recommended Standards Science



Next Steps after Board Approval

- 2014 results will be reported
- 2015 Validation of the SAGE standards
 - Table leaders from the workshop will be invited back to review the standards
 - They will have two years of data to help with their deliberations

Performance by Demographic Subgroups - ELA Grade 3

